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ABSTRACT

The office of the Los Angeles Superintendent of schools has provided program audit consultation service within the county school and community college districts. A procedure, "Audit Dress Rehearsal," which lowers anxiety and raises awareness of concern for program success by allowing program personnel to practice the evaluation/audit processes, is presented. The Keep It Simple Safe and Supportive (K.I.S.S.S.) principle is discussed in the educational programs. The auditor is described as independent from the program to be audited and is a reviewer, not a decision maker. Some audit results are listed and the seven stages of the process are given. Part 1 discusses the Mentally Gifted Minors Program at Rowland Unified School District and how the Audit Dress Rehearsal was conceived, conducted and what results were found. Part 2 presents the Los Angeles Community College Districts Handicapped College Students Program, the audit, and audit dress rehearsal. Part 3 discusses the Pomona Unified School District's Emergency School Aid Act (ESAA) Pilot program to reduce racial isolation and educational disadvantages. The ESAA was the first program to benefit from an Audit Dress Rehearsal. Appendices describe the evaluation services and the Audit Dress Rehearsal Survey. (CM)

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CASE STUDIES IN ENHANCED COMMUNICATION VIA THE EDUCATIONAL PROGRAM AUDIT DRESS REHEARSAL

Or How a New "K.I.S.S.S.-ing" Approach to Auditor Communication Helps Three Programs Succeed

by

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This paper was presented on February 16, 1979 at the Annual Convention of the California Personnel and Guidance Association, Anaheim, California.

This paper is a joint contribution of the Evaluation Team of the Mentally Gifted Minors Program at Rowland Unified School District, the management and staff team of the Program for Handicapped Students of the Los Angeles Community College District (LACCD) and the Management and Evaluation Team of the Basic and Emergency School Aid Act (ESAA) Pilot Program for the Pomona Unified School District, and the Division of Program Evaluation, Research, and Pupil Services of the Office of the Los Angeles County Superintendent of Schools, with the above named persons acting as authors.

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[1] The three initial evaluation services were: (1) Educational Program Evaluation Planning, (2) Educational Program Audit, and (3) Research. A description of each of these services is shown in Appendix 1 of this paper. More recently, another evaluation service, Program Evaluation Implementation, was developed, and is now also offered to the ninety-five districts in Los Angeles County.

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OTHER

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INTRODUCTION

For the past five years, the Office of the Los Angeles County Superintendent of Schools has provided, upon request, program audit consultation service to any of the 95 school and community college districts within Los Angeles County. During that time, more than 60 programs have either received evaluation planning and/or audit assistance.

Naturally, over the years, the audit itself has undergone some evolutionary improvements. As successive "generations" of the audit process have developed, certain novel ideas have emerged and have been field tested.[2] The co-authors would like to share one of these ideas with their colleagues concerned with the management and evaluation of educational programs. The procedure the authors wish to share is the one called the "Audit Dress Rehearsal."

This unique concept emerged, because although a sincere effort was made by all auditors to follow the "agreed upon stages and procedures" outlined for the conducting of the external audit, there emerged wide discrepancy between the success rate of various programs; some were highly successful, others exhibited a lower degree of success, or even a sad degree of failure.

As the K. I. S. S. S. (Keep It Simple, Safe, and Supportive) principle was applied to these three educational programs in Los Angeles County, it was apparent that the Audit Dress Rehearsal had become an important way of lowering anxiety and raising awareness of real concern for program success by allowing program personnel to practice, without fear, the evaluation/audit processes.

The three programs to which the "Dress Rehearsal" was applied were: (1) The specially-or categorically-funded program for Mentally Gifted Minors (MGM) in all K-12 grades in 19 schools in the Rowland Unified School District in Rowland Heights, California; (2) The $1.5 million specially-funded program for handicapped students attending any one of the nine college campuses of the Los Angeles Community College District in Los Angeles, California; and (3) The $1.0+ million specially-funded Emergency School Aid Act (ESAA) Project conducted by the Pomona Unified School District.

This paper is organized as follows: First to be presented is a background section which will describe the general background setting out of which each program audit developed and, of course, out of which each program Audit Dress Rehearsal developed.

Since there are three paradigms, models, or cases in which the Audit Dress Rehearsal was implemented, conducted, and completed, this paper is divided into three major parts--one for each paradigm. These three parts follow the background information section which is presented next.

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[2]For more information the reader may check the bibliography.

GENERAL BACKGROUND

A. Evaluation and Audit Personnel and Their Interaction[3]

Found within most school and community college districts which have special programs of one kind or another is a person referred to as a director, specialist, consultant, or coordinator--in these cases, the MGM curriculum specialist; the coordinator of programs for the handicapped students in the 9 Los Angeles colleges; and the ESAA Basic Program Director, the ESAA Pilot Program Director, and the evaluator for the Emergency School Aid Act as conducted by the Pomona Unified School District. This person, regardless of title, is responsible not only for the implementation, but also usually for the evaluation of the program in which he or she is involved. The reader may note that two of the three programs herein examined were organized in this way. In the past, concerns have been expressed in regard to the appropriateness of the same individual being charged with the implementation of a program and also its evaluation. In many cases, this concern may be justified; yet, often school districts are reluctant to spend the thousands of dollars necessary to buy an outside evaluation or employ a permanent full-time district evaluator. For reasons of enhanced credibility the Rowland Unified School District, the Los Angeles Community College District, and the Pomona Unified School District contacted the Office of the Los Angeles County Superintendent of Schools and arranged for the services of their program auditor(s) in the Division of Program Evaluation, Research, and Pupil Services to audit the respective program.

The actual procedures and steps to develop the audit plan and its implementation are outlined in Table 1 of this paper. The important point to have in mind at this time is to understand who is actively involved in a program audit and what the roles are. In summary, the personnel involved are as follows:

> District Employee is usually the program specialist, coordinator, consultant, resource teacher, etc., who is responsible for implementing the program. This person typically also acts as the evaluator. In the first two cases it was the MGM specialist at Rowland and the district coordinator for programs for the handicpapped students in the Los Angeles Community Colleges. The ESAA project was fortunate to have its own evaluator. For this project, the term "District Employee" refers to the Directors and evaluator.
>
> County Office Consultant is the person designated as the program auditor. This person assesses and reports the degree of his agreement with the evaluation report regarding the level of attainment of pre-specified program objectives as measured by audit sample data analysis. The auditor prepares the interim and final formal or informal audit reports which are considered confidential and if formal go to the superintendent, or college district chancellor, or college president, and the members of the program management team of the district requesting the program audit.

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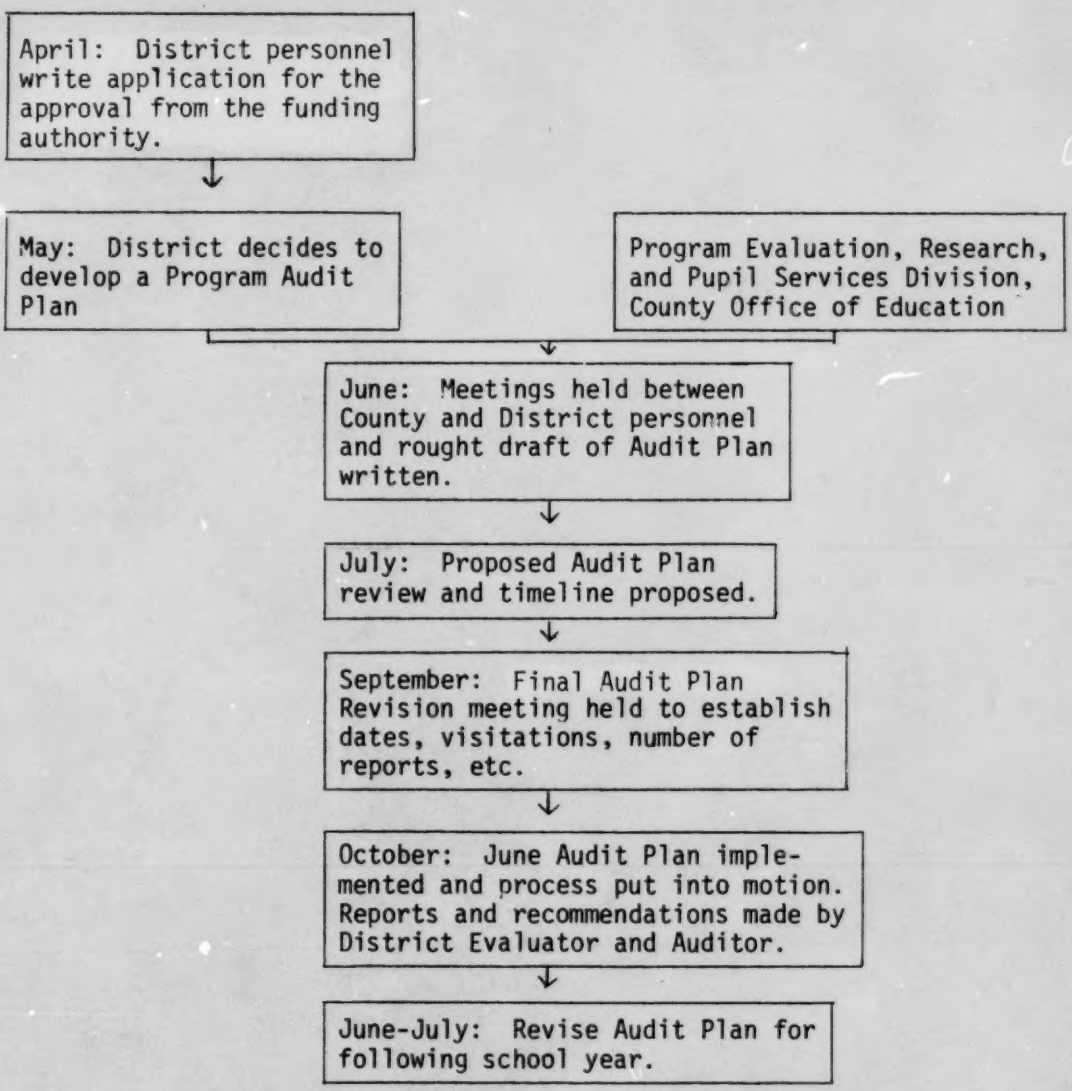
[3] Robert D. Wertz and Donald L. Kester. "The Design, Evaluation, and Educational Program Audit of a District-Wide K-12 Mentally Gifted Minor Program," in ERIC. ED 115 061 (15 pages). This is the text of a speech delivered at the 1975 Annual International Convention of the Council for Exceptional Children.

TABLE 1

PLANNING AND IMPLEMENTING A PROGRAM AUDIT[4]

The following diagram represents the steps followed by the Rowland Unified School District in developing a program audit plan for their Mentally Gifted Minor Program. A similar flow chart, with different dates, was followed in the development of the evaluation and audit documents required for the Los Angeles Community College District's (LACCD) Program for the district's handicapped students and for the ESAA Basic and Pilot Programs conducted by the Pomona Unified School District.


April: District personnel write application for the approval from the funding authority.
May: District decides to develop a Program Audit Plan
Program Evaluation, Research, and Pupil Services Division, County Office of Education
June: Meetings held between County and District personnel and rought draft of Audit Plan written.
July: Proposed Audit Plan review and timeline proposed.
September: Final Audit Plan Revision meeting held to establish dates, visitations, number of reports, etc.
October: June Audit Plan implemented and process put into motion. Reports and recommendations made by District Evaluator and Auditor.
June-July: Revise Audit Plan for following school year.

[4]The foregoing procedures are not meant to be the rule of procedure but simply a planning guide. Each district varies and should establish its own organizational and procedural plan.

Section B - An Overview of the Educational Program Audit Process

Over the last few years, that is during the pilot testing and full implementation of the free audit services to requesting Los Angeles County School and Community College Districts, several questions have been routinely raised. This section of the paper will present an overview of the educational program audit process by way of the question-and-answer format, using questions most frequently asked.[5]

1. What is an Educational Program Audit?

   Definition: An educational program audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

2. Why Have an Audit? What Might Result from It?

   There are many reasons why local educational agencies request program audits. Some of the results of past audits are:

   a. The identification of clearer definitions of program personnel responsibilities.
   b. The gathering of needed baseline data on the level of success of of an educational program.
   c. The determination of test scoring discrepancies.
   d. The identification of model or "turnkey" programs which deserve to be developed and expanded.
   e. The identification of areas for inservice training.
   f. The enhancing of credibility for the program and for the local educational agency.

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[5]Appreciation is expressed to Dr. Jean Wiener, Consultant, Los Angeles County Superintendent of Schools, for her outstanding contribution to the development of the audit process, as well as for the question and answer format for presenting the major points here briefly outlined.

3. What are the Professional Roles of the Educational Program Auditor?
The educational program auditor brings a relatively new professional role to education. He serves as a third party, free of local ties and interests, who verifies the results of the internal evaluation of an educational program.
The Auditor is:
   a. Independent from the program to be audited.
   b. A reviewer and not a decision-maker.
   c. A reporter and an observer.
   d. A professional who exercises care and integrity in performing the audit examination and in preparing audit reports.
   e. Equipped to innovate within his own profession and to encourage reforms in the schools and colleges.

4. What are the Stages in the Audit Process?
Optional Pre-Audit Assistance: Educational Program Evaluation Assistance
Local educational agencies may elect to receive Educational Program Evaluation Assistance prior to having an audit of a program. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a County consultant, the local evaluator designs an effective evaluation system with appropriate statistical procedures which includes development of performance objectives, process objectives evaluation specifications, the evaluation design, and related documents.
   a. Step 1 - Orientation
   Orientation sessions to the audit may be conducted for local educational agency personnel.
   b. Step 2 - Review of the Total Program
   The product and process objectives, the evaluation specifications, the design management plan, time frame, and related documentation are reviewed to ensure the auditability of the program.

c. Step 3 - Development of the Audit Plan

The audit plan is a planning and operational control document for the auditor and a quality and management control document for both the local program director and the local program evaluator. This plan indicates the techniques, schedules, processes, and procedures which the auditor will use in judging the adequacy of the evaluation process and in verifying the evaluation findings.

d. Step 4 - The Audit Contract or Letter of Intent

The audit contract or the letter of intent is a written agreement between the local educational agency and the Los Angeles County Superintendent of Schools Office. The purpose of the contract or letter is to make explicit the conditions of the audit agreement. One section, for example, is the Assurance of Confidentiality.

e. Step 5 - On-Site Visit(s)

Typically, the auditor makes one announced on-site visit and one unannounced on-site visit. During on-site visits, the auditor collects first-hand data as identified in the audit plan and for the purpose of ascertaining the degree of attainment of process or product objectives.

f. Step 6 - Interim and Final Audit Reports

Typically, the auditor presents an interim report following each on-site visit and a final audit report following the receipt of the final evaluation report. The final audit report is presented to the program evaluator, program director, and usually the superintendent, or college district chancellor or college president, typically within thirty working days of receipt of the final evaluation report. All of the reports are confidential and presented to only the program evaluator, program director, and superintendent.

g. Step 7 - Exit Interview and Local Educational Agency Evaluation of the Educational Program Audit Service they have Received

It is recognized that the audit process should itself be evaluated by those who receive the service.

5. Can Local Evaluators Receive Assistance?
Yes. Should a local evaluator of a program which is being audited desire consultant assistance in the development of an evaluation management plan, statistical data analysis, data synthesis, evaluation report writing or interpretation, he should, as soon as possible, initiate a request for assistance by writing to Dr. Gordon Footman, Director, Division of Program Evaluation, Research, and Pupil Services, Office of the Los Angeles County Superintendent of Schools, 9300 East Imperial Highway, Downey, California 90242.

6. Can Program Objectives be Revised?
Yes, upon the agreement between the local program management team and the external auditor. In fact, by doing such objective revisions, with the consultative assistance from the assigned auditor, members of the local educational agency program management and evaluation team increase their skills in this management-by-measurable-objectives-for-improved-results-system of management and evaluation.

7. What Audit Trail Documents Should Program Personnel Keep?
In order to do the job of verifying the evaluation of an educational program, the auditor must have direct access to first-hand evaluation data. The rule here is "Keep all evaluation trail documents. Keep whatever measure is used by the evaluator to determine whether or not each program objective is attained." Evaluation trail documents often used are test booklets and answer sheets, pre- and post-tests, or post-tests only, summary sheets, levels mastered on criterion-references tests, and attendance rosters for inservice staff meetings. (For example, for the program for the handicapped, a list of architechtural barriers was to be developed, prioritized, and the barriers eliminated.)

8. How Does the Audit Relate to the Stull Bill?
Whereas the Stull Bill is concerned with evaluation of a single person, the audit is concerned with verifying the evaluation of an educational program. The local program evaluator will present a final evaluation report, and possibly interim reports as well, on the attainment or non-attainment of program objectives. As an outside, third party, the auditor

samples evaluation data and verifies the results of the internally conducted program evaluation. The auditor's reports include audit findings relative to the attainment or nonattainment of program objectives. While the Stull Bill is concerned with a single person, the audit is concerned with a program. No person is mentioned by name in an audit report. If a program process objective were stated as "All instructors teaching a certain level will receive the math textbook, Mathematics Fundamentals, or Nursing Care for the Newborn, by the first day of class," and if during the on-site visit the auditor found that four instructors out of ten interviewed did not receive the books by the date indicated, the audit report would present just this information. The point of focus for the audit is the program.

9. What if Other Questions Come Up?
   Call your auditor of record to discuss the situation.

Part 1

PARADIGM I - THE MENTALLY GIFTED MINORS PROGRAM

This Part of the paper will present information on the Mentally Gifted Minors Program at Rowland Unified School District and not only how the Audit Dress Rehearsal was conceived and conducted, but also what the results from conducting it were. When these results are presented, what is really being discussed is an evaluation of the Audit Dress Rehearsal procedure itself.

This Part is divided into sections as follows: Section A: General, Overall Philosophy; Section B: Specific Procedures; Section C: Application of the Dress Rehearsal; and finally, of course, Section D: Evaluation of the Audit Dress Rehearsal.

Section A: General, Overall Philosophy

The Rowland Unified School District is committed to the concept that each child should be educated to his/her full potential. This obligation has been demonstrated tangibly within the regular classroom, as well as through the design and implementation of special programs for pupils with unique needs.

Children of high mental ability have special needs which cannot always be met by the regular program. Though these special needs are difficult to define, we recognize that certain guidelines can be used to compare the educational needs of the mentally gifted to those of other children.

We realize that all gifted and talented children need to acquire competencies which will lead to:

1. Effective citizenship
2. A sound education
3. Self-direction and creativity
4. Ethical standards and the assuming of responsibilities

5. Critical thinking and the use of the scientific approach
6. Cultural appreciation, and
7. A desire for constructive social relationships.

These goals differ from those of other children in that there is a greater emphasis placed on creative effort, intellectual initiative, creative thinking, social adjustments, assuming responsibilities, and the development of leadership qualities.

Of paramount importance is the need to assure gifted children the opportunity to achieve in academic areas.

Section B: Specific Procedures

Rowland Unified School District operates its MGM program in a very unique manner. Since Rowland believes strongly in allowing students to remain at their school site, 200 minutes of qualitatively different education per week is provided in some fashion at the local school site. A district application developed by parents, teachers, students, and administrators serves as a framework upon which each school's MGM program committee builds its own program depending upon the needs of the students it serves. In this way, greater local school ownership is established to insure the success of the program. Because each school's MGM Program Committee develops a site plan, there is continuity and articulation in grade-level movement. At this time, work is underway to design an enrichment curriculum for the gifted that will, like the application, serve as a guideline for the continuity of instruction and minimum enrichment for the gifted students. Through the use of ISIP's (Individual Student Instructional Plan), a separate program is developed according to the individual child's needs. This ISIP includes both cognitive and affective enrichment. Through the use of criterion-referenced tests, and a scope and sequence continuum in the areas of reading, math, and languages, a student's individual academic needs can be more effectively met. In addition, tutoring, counseling, and special classes are provided for students with special needs. An example of these would be the special summer school program in which gifted students are bused to one location and spend 4 weeks encountering a multitude of experiences in their interest areas. Still another is the advanced placement program which provides for students to earn college credit while they are seniors in high school.

Section C: Application of the Dress Rehearsal

In the Introduction of this paper, it was explained how the idea for creating a new procedure--The Audit Dress Rehearsal--evolved. But, what is a Dress Rehearsal, and how is it being used in connection with the MGM Program in the Rowland Unified School District? Instead of the auditor simply reviewing program objectives, making recommendations for revision and making interim and final on-site visits and reports, the MGM evaluator and the auditor attempted to change the image of the audit and evaluation. One of the keys to the success of educational programs is known to be the level of motivation of program personnel--in this case, MGM teachers and MGM lead teachers. Motivation is greatly affected by the level of district staff concern felt among the people implementing the program. One method of lowering anxiety and raising awareness of district and county concern is to practice, (without fear), the evaluation/audit process. Hence, the birth of the non-threatening "Audit Dress Rehearsal."

Once it was determined that a Dress Rehearsal would be beneficially important to the success of the Rowland Unified School District MGM program, plans were made to conduct an orientation session to explain this new process.

The audit plan was discussed with all those who attended the orientation. The audit plan included a component objective that implemented the Dress Rehearsal. At this Dress Rehearsal, in November 1977, a confirmation of program objectives, due dates, and required forms took place. (In the sense that this is a non-threatening practice trial run, it is somewhat analogous to a "pre-MAR" which some California districts have recently initiated.[6] This clarification provided for greater articulation and general understanding of the evaluation and audit process. During the Dress Rehearsal, the co-authors hoped to communicate program

[6]The authors feel that the audit "Dress Rehearsal" is much more objective and helpful than pre-MARS--a topic the authors addressed during the May 1978 Annual CSEPAE Conference (the term MAR stands for Monitor And Review. It is the method now used in conducting on-site visits done by the California State Department of Education and for State-and Federally-funded programs.) There is a Federal law that requires each state to monitor the expending of such Federal funds (Title I for example). Hence, all states are faced with the challenge of how to do monitoring.

goals and objectives and a sincere, supportive level of concern. These hopes were realized when one teacher typically remarked, "This is the first time I've been so aware of how the MGM program is evaluated and audited and how easily I can prove to others that I'm doing the good job I know I'm doing."

Results of the January on-site interim evaluation exceeded expectations in that the objectives were more clearly understood and attained. One teacher enthusiastically asked, "Where's the auditor? I was hoping he might accompany you so that both of you could see all of the good things I've placed in my Individual Educational Plan, (I.E.P.),[7] especially the creative products my class has produced."

To those who say, "But, this way you're making it too easy for them!" we reply, "We're really just helping them more."

As the evaluation of the Audit Dress Rehearsal shows (Section D), the audit is good, but K.I.S.S.S.ing it makes it better.

Section D: Current Evaluation Data on the Audit Dress Rehearsal

Is the Audit Dress Rehearsal a valuable procedure? The data currently available seem to indicate that it is. These data are of three types. One, a comparison can be made between the level of attainment of objectives for the year of the Dress Rehearsal; i.e., 1977-78, and the previous year when an audit of the MGM Program was conducted without using the Dress Rehearsal (see Tables 2 and 3). Second, questionnaires were sent to each of the 19 MGM lead teachers at each of the 19 MGM schools, so questionnaire results from these program personnel can be reported. Third, questionnaires were sent to each of the 68 MGM teachers. Therefore, questionnaire results from these program personnel can also be reported.

[7] Although I.E.P.'s are not legislatively mandated, Ms. Pfeffer instituted the procedure as an effective means of meeting individual student needs, and the best way to prepare for the probability that I.E.P.'s will soon be required in MGM programs.

In the first instance, three program objectives were included in the MGM audit plans for both years; the 1977-78 (the Dress Rehearsal) year, and 1976-77 (the No Dress Rehearsal) year. The objectives' attainment-level comparison on the three objectives are shown below in Table 2.

Table 2

Program Attainment Level Comparison

Audit Plan Objective				Program Objective Attainment Level	
				1977-78	1976-77
Target	Task	Measurement	Date	Audit Dress Rehearsal	No Audit Dress Rehearsal
5.1.S 80% of MGM Students and MGM Teachers	Will create a student activity sheet, ISIP or student log.	Student Logs/ Activity Sheets or ISIP. Kept in classroom.	11/15/77	This objective was attained by the time the auditor conducted the interim on-site visit.	This objective was not attained by the time the auditor conducted the interim on-site visit.
3.1.S.a 80% of a 10% random sample by school of participating MGM Students	Will produce one creative product in the first semester.	Listed in Student Logs (K-8), Teacher Activity Sheet (9-12) or ISIP. Kept in classroom.	1/15/78	This objective was attained by the time the auditor conducted the interim on-site visit.	This objective was not attained by the time the auditor conducted the final on-site visit.
1.4.A. At least one MGM Teacher in each of six or more schools	Will hold at least one MGM Open House for parents.	A copy of parents sign-in sheets and summary of what happened at each Open House will be on file in MGM office.	1/15/78	This objective was attained by the time the auditor conducted the interim on-site visit.	This objective was not attained by the time the auditor conducted the final on-site visit.

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Again, in this first instance, another measure of program attainment can be derived through a comparison of the total number of objectives attained in the two comparison years. These data are shown in Table 3 below.

Table 3

Total Number and Percentage of Program Audit Objectives That Were Attained at the Time of the Auditor's Interim Audit Report for the Years 1976-77 (No Audit Dress Rehearsal) and 1977-78 (Audit Dress Rehearsal)

	No Audit Dress Rehearsal 1976-1977 Percentage (Number)	Audit Dress Rehearsal 1977-1978 Percentage (Number)
Percentage and (Number) of MGM Program Audit Objectives Attained	51.1% (8)	86.7% (13)
Percentage and (Number) of MGM Program Audit Objectives Not Attained	42.9% (6)	13.3% (2)
Total Percentage and (Number) of MGM Program Audit Objectives	100% (14)	100% (15)

In the second instance, sixteen MGM Lead Teacher questionnaires were returned to the MGM Specialist. The questionnaire itself is shown in Appendix 2 of this paper. The questionnaire was sent to all the MGM Lead Teachers; one in each of the 19 MGM Program schools. The district MGM Specialist sent the following directions via cover memo.

"The following survey is part of a conference presentation that will be made in San Diego on May 11 to the Annual Conference of the California Society of Educational Program Auditors and Evaluators. Please be cognizant of the deadline and return to my office no later than May 4, 1978."

"I appreciate your cooperation."

Before answering the questionnaire, the Lead Teachers had read the directions shown below.

"INTRODUCTION:

The Audit Dress Rehearsal is a new concept which included both an orientation meeting for MGM faculty and informal site visitations in November 1977. In order to evaluate the effectiveness of this concept, your opinion is requested. The following statements represent the intent of the Audit Dress Rehearsal. Check the appropriate rating."

Because of the small sample size (N = 16), the categories of response were collapsed before the statistical analysis was done. There were two methods by which the categories were collapsed. For the first method, the first three categories, "Strongly Disagree,""Disagree," and "No Opinion" were consolidated and compared to the remaining two categories, "Agree" and "Strongly Agree." Statistical significance was reached on only the first questionnaire statement. These results are shown below in Table 4.

Table 4

Results of the Statistical Analysis of Questionnaire Statement Number One - Frequency of Response Categories, Chi Square Test, and Statistical Significance Level (For the Responding MGM Lead Teachers)

	Response Category Frequency		
Questionnaire Statement	Neutral or Negative	Agree	Strongly Agree
The Audit "Dress Rehearsal" familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.	1	12	3

Mean = "Agree" $x^2 = 6.2$

Mode = "Agree" $P < .05$

For the second method of collapsing response categories, the first three categories of "Strongly Disagree," "Disagree," and "No Opinion" were consolidated to form a "Neutral or Negative" category. In addition, the last two categories of "Agree" and "Strongly Agree" were similarly collapsed into a "Positive" category. Finally, the "Neutral or Negative" category was statistically compared with the "Positive" category. After the original five response categories were consolidated into the two categories and respondent data from each of the four statements were analyzed, statistical significance was reached on the first two statements on the questionnaire. These results are shown in Table 5 below.

Table 5

Results of the Statistical Analysis of Questionnaire Statements Number One and Two - Frequency of Response Categories, $\bar{Z}$ Test, and Statistical Significance Levels (For the Responding MGM Lead Teachers)

	Response Category Frequency	
Questionnaire Statement	Neutral or Negative	Positive
1. The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation and due dates required in the evaluation and audit plan.	1	15
Mean = "Agree" Mode = "Agree"	$\bar{Z} = 5.6$ $p < .02$	
Questionnaire Statement	Neutral or Negative	Positive
2. The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives.	1	15
Mean = "Agree" Mode = "Agree"	$\bar{Z} = 5.6$ $p < .02$	

Although statistical significance was not reached on questionnaire item numbers 3 and 4, the responses to the questionnaire statements were generally positive in appearance. These data are shown in Table 6 below.

Table 6

Frequency of Response Categories to Questionnaire Statements
(For the Responding MGM Lead Teachers)

Response Category Frequency

Questionnaire Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
3. The Audit Dress Rehearsal helped me feel supported by the External Auditor in my efforts to attain program objectives.	1	0	4	9	2
Mean = between "No Opinion" and "Agree," but closer to "Agree." Mode = 4.0 "Agree"					
Questionnaire Statement	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
4. The Evaluation-Audit Dress Rehearsal lowered my anxiety about the evaluation/audit process.	2	3	1	6	4
Mean = Between "No Opinion" and "Agree" Mode = "Agree"					

One reason for the relatively large number of "No Opinion" responses for statement No. 3 is that the auditor did not accompany the MGM Specialist-Evaluator to all 19 schools during the November "Dress Rehearsal." In fact, the auditor visited only 5 shcools during the November "Dress Rehearsal." For this reason, the "returns" on item No. 3 may be understandably biased toward the neutral response.

The results on questionnaire statement No. 4 are not as positive as the authors had hoped. Nevertheless, eleven respondents out of sixteen were either neutral or positive. Thus, the ratio of positive-and-neutral to negative was 11 to 5 or more than 2 to 1.

Finally, in the third instance, twenty-nine (29) MGM teacher questionnaires were returned. These questionnaire results were statistically analyzed in two ways. First, the results were analyzed for the total group; i.e., N = 29 MGM teachers from all 19 MGM schools who responded to the 4 Likert-type questionnaire statements. These statistical analyses are shown below in Table 7. In this Table, as was true also of Tables 4 and 5, the questionnaire response categories of "Strongly Disagree," "Disagree," and "No Opinion" were sometimes collapsed into the one category of "Neutral or Negative." It should be mentioned that for our purposes here, the 29 questionnaires are considered as representing responses from all interested MGM teachers in all 19 MGM Program schools. For this reason, these responses are from MGM teachers who were, during the "Dress Rehearsal," visited by either the evaluator and the auditor, or the evaluator alone. As Table 7 shows in testing the hypothesis H_0: $P_1 = P_2 = \ldots P_N$, questionnaire statement No. 1 yielded results that were statistically significant at the .05 level, questionnaire statements No. 2 and No. 3 yielded results that were statistically significant at the .005 level, and questionnaire statement No. 4 yielded results that were statistically significant at the .001 level.

Table 7

Results of the Statistical Analysis of Questionnaire Statements Number One through Four, Frequency Response Categories, Chi Square Test, Statistical Significance Levels (For the Responding MGM Teachers Who Were Visited by Either the Evaluator and Auditor Or Just the Evaluator)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage					
		Neutral or Negative		Agree		Strongly Agree	
		N	%	N	%	N	%
1	The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.	2	6.9%	16	55.2%	11	37.9%

Mode = "Agree" $x^2 = 10.41$ $p < .05$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage					
		Neutral or Negative		Agree		Strongly Agree	
		N	%	N	%	N	%
2	The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives.	1	3.4%	10	34.5%	18	62.1%

Mode = "Strongly Agree" $x^2 = 14.95$ $p < .005$

Table 7 (Cont.)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
3	The Evaluation-Audit Dress Rehearsal helped me feel supported by the external auditor in my e-forts to attain program objectives.	1	3.4	2	6.9%	6	20.7%	13	10.3%	7	24.1%

Mode = "Agree" $x^2 = 15.66$ $p < .001$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
4	The Evaluation-Audit Dress Rehearsal lowered anxiety about the evaluation-audit process.	1	3.4%	3	10.3%	2	6.9%	13	44.8%	10	34.5%

Mode = "Agree" $x^2 = 19.79$ $p < .001$

Second, in the third instance, the results of the questionniare response were statistically analyzed for the subgroup, (N= 19), MGM teachers who were, during the Dress Rehearsal, visited by the evaluator alone. The statistical analyses of the responses are shown in Table 7. In this Table, as was true for Tables 4, 5, and 7, the response categories of "Strongly Disagree," "Disagree," and "No Opinion" were collapsed into the one category of "Neutral or Negative." As Table 7 shows, in testing and hypothesis H_0: $P_1 = P_2 = \ldots P_N$, statements No. 1 and No. 2 yielded results that were statistically significant at the .05 level, statement No. 3 yielded results that were statistically significant only at the .10 level, and statement No. 4 yielded results that were statistically significant at the .05 level.

Table 8

Results of the Statistical Analysis of Questionnaire Statements One through Four, Frequency of Response Categories, Chi Square Test, Statistical Significance Levels (For the Responding MGM Teachers Who Were Visted Only by the Evaluator)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage: Neutral or Negative N	Neutral or Negative %	Agree N	Agree %	Strongly Agree N	Strongly Agree %
1	The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.	2	10.5%	11	39.3%	6	31.6%

Mode = "Agree" $x^2 = 6.42$ $p < .05$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage: Neutral or Negative N	Neutral or Negative %	Agree N	Agree %	Strongly Agree N	Strongly Agree %
2	The Evaluation-Audit Dress Rehearsal helped me feel supported by the MGM Specialist in my efforts to attain program objectives.	1	5.3%	6	31.6%	12	63.2%

Mode = "Agree" $x^2 = 9.58$ $p < .05$

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage: Strongly Disagree N	Strongly Disagree %	Disagree N	Disagree %	No Opinion N	No Opinion %	Agree N	Agree %	Strongly Agree N	Strongly Agree %
3	The Evaluation-Audit Dress Rehearsal helped me feel supported by the external auditor in my efforts to attain program objectives.	1	5.3%	1	5.3%	5	26.3%	8	42.1%	4	21.1%

Mode = "Agree" $x^2 = 9.15$ $p < .10$

Table 8 (Cont.)

Results of the Statistical Analysis of Questionnaire Statements One through Four, Frequency of Response Categories, Chi Square Test, Statistical Significance Levels (For the Responding MGM Teachers Who Were Visited Only by the Evaluator)

Ques. No.	Questionnaire Statement	Response Category Frequency and Percentage									
		Strongly Disagree		Disagree		No Opinion		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
4	The Evaluation-Audit Dress Rehearsal lowered anxiety about the evaluation-audit process.	1	5.3%	2	10.5%	2	10.5%	8	42.1%	6	31.6%

Mode = "Agree"

$x^2 = 9.50$ $p < .05$

Part 2

PARADIGM 2 - THE HANDICAPPED COLLEGE STUDENT's PROGRAM, THE AUDIT, AND THE AUDIT DRESS REHEARSAL

This Part of the paper will present information on the Handicapped College Students' Program as managed and evaluated by the coordinator of the LACC District and each of the coordinators at the nine Los Angeles Community Colleges.

This Part is divided as follows:

Table 9

Divisions of Part 2

Section A:	Setting
Section B:	Overview of the Planning Process
Section C:	Philosophy Statement
Section D:	District-wide and College Level Needs of Population to be Served
Section E:	Services and Programs
Section F:	Combined Program Areas, Objectives and Cost Benefit Matrix
Section G:	Evaluation Procedures

Section A: Setting

The Los Angeles Community College District is the largest in the nation in the sense that it has as its base a general population of four million people, and it actually serves a population of over 140,000 students enrolled in its nine community colleges. As this District moved to evaluate its services to its handicapped students, it formed a Program Evaluation and Management Team that focused on developing a Model Management and Evaluation System that satisfied the three different levels of: (a) state-wide or California level, (b) district-wide or Los Angeles Community College District level, and, of course, (c) local college level.

Early in the planning of the system during the winter and spring of 1977, it was recognized that both the district and college level plans had to interface naturally and easily with each other. It was also recognized that the system had to satisfy the

state regulations that demanded qualitative and quantitative results of the costly $1.5 million handicap program. In addition, it was recognized that an initial step toward future-cost-benefit analysis had to be taken in the early stages of planning and program implementation if the component areas of the Model Evaluation and Management System were to become the same as the state-wide funding categories. It was in this way budget-category information became directly related to the attainment or nonattainment of program objectives and activities. This is shown in Table 10.

In the hope that the chance for possible management mistakes could be minimized, it was decided that the district coordinator, with assistance from an outside management and evaluation consultant, would conduct an Evaluation-Audit Dress Rehearsal.[8]

Section B: Overview of the Planning Process

The Management and Staff Team of the Programs for the Handicapped of the Los Angeles Community College District, with the assistance of Dr. Kester, began meeting in the spring of 1977 to develop a Model Management and Evaluation System with district-wide and individual college application. With the expertise and support of the Academic Affairs Unit of the California Community Colleges' Chancellor's Office, a state-wide application component was soon added to the Model program.

In this way, the three-level Management and Evaluation System evolved. This three-level system not only had district-wide application, and college-level application, but also had state-wide ramifications. A natural consequence of the goal of developing a working three-level Evaluation and Management Model was the development of philosophy and goal statements that were not only compatible with the districts' philosophy and educational goals, but also in total compliance with state legislation under which the handicapped programs are funded.

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[8] The Dress Rehearsal itself is discussed in the introduction, and in Section G of Part 2 of this paper.

Recognizing that they were now developing this three-level Model, the Team outlined its tasks as follows: (1) Assessment of student needs; (2) Identification of the target groups of handicapped students to be served; and (3) Development of goals, objectives and activities that would correlate directly with the state funding categories. (In this way, budget-category information became directly related to the attainment or nonattainment of program objectives and activities. This is shown in Table 10.)

With state representatives, district representatives, and local college representatives in attendance at the Team planning meetings, an interesting political reciprocity, or give-and-take process naturally developed. State representatives identified high priority goals and objectives with state-wide application, district representatives identified high priority objectives with district-wide application, and college representatives identified high priority goals and objectives with local application. Through team-building procedures, a merging of all three sets of goals and objectives was incorporated within the system to the satisfaction of all involved.

Section C: Philosophy Statement

Los Angeles Community College District's Philosophy

General:

Educational Philosophy. It is the conviction of the Los Angeles Community Colleges that each individual should have the opportunity to develop to his greatest potential. To that end, it is the function of the colleges to provide, for the members of the community, learning experiences which will assist them to live effectively as workers, family members, and citizens.

The functions of the Community Colleges are:

1. OCCUPATIONAL. An occupational education program planned to offer the student basic, business, technical, and professional curricula to develop skills which can lead to employment and job advancement.
2. TRANSFER. A college transfer program which enables the students who complete two years of study to continue upper division (third year) work at accredited four-year colleges and universities.

3. GENERAL EDUCATION. A program of general education comprised of planned experiences which develop knowledge, skills, and attitudes necessary for the student to be effective as a person, a family member, a worker, and a loyal citizen.
4. GUIDANCE. A guidance program incorporating vocational, educational, and personal counseling to assist the student in the selection and pursuit of a life work compatible with his interests, aptitudes, and abilities.
5. COMMUNITY SERVICES. A program of community services offered to meet the cultural, educational, and vocational needs of the community.
6. CONTINUING EDUCATION. A program of continuing education comprised of graded and ungraded classes to provide opportunities for personal and occupational competence that supplement formal full-time college attendance.

LACCD'S Handicap Programs Philosophy

Specific:

In keeping with the District-wide philosophy, the Handicap Programs of the Los Angeles Community Colleges will insure within the limits of their resources, that those handicapped students attending the colleges are provided with equal physical, academic, and attitudinal access to the educational opportunities offered District-wide. Support services and programs will focus on the integration of the disabled students into the regular college programs.

Section D: District-wide and College Level Needs of Population to be Served

The Los Angeles Community College District serves a general population base of 4,000,000 in Los Angeles County in an area of 882 square miles. The District is half the size of Los Angeles County. There are currently 140,000 students enrolled in the District's nine colleges which serve the city's center (Los Angeles City College; Los Angeles Trade Technical College); the east side (East Los Angeles College); the harbor area (Los Angeles Harbor College); the west side (West Los Angeles College); the heavily populous San Fernando Valley (Los Angeles Valley College, Los Angeles Pierce College, Los Angeles Mission College); and south central Los Angeles (Southwest College).

Precise identification of the handicapped population in Los Angeles County is difficult at this time. Reasonable approximation, however, can be made. The California State Department of Rehabilitation has estimated that there are some 800,000 unemployed handicapped individuals between the ages of 18 and 64 in Los Angeles County. Of these, it is estimated that 100,000 could benefit in some way from academic-vocational education and rehabilitation training, and that some 50,000 will at some point obtain training.

Since the Los Angeles Community College District encompasses approximately one-half of the total Los Angeles County population, there are within the boundaries an estimated 25,000 handicapped individuals who could benefit from or will obtain community college education, training, and services. While this number is perhaps too large to be realistic in terms of potential students, it does indicate a large population concentration of clients with specific needs which could be fulfilled by community college programs in vocational education, skill training, and job placement.

During the 1976-77 fiscal year, the computer printout showed approximately 15,000 categories of handicaps of students registered in the Los Angeles Community College District. Within those 15,000 categories, and after a needs assessment was conducted, there were 2,638 students receiving direct services from the programs for the handicapped established at each college. Following is a breakdown of handicapped student enrollment by disability, and by college, in the Los Angeles Community College District.

See Table 10 on the following page for the breakdown by college.

TABLE 10

BREAKDOWN BY COLLEGE

	District-wide	City College	East Los Angeles	Harbor	Mission	Pierce	Southwest	Trade Tech	Valley	West Los Angeles
I. Physical Disability										
A. Vision Deficit	225	102	19	4	2	36	10	6	44	2
B. Mobility/ Orthopedic Deficit	1,071	238	86	93	5	211	9	55	294	80
C. Other Health Deficits	641	132	39	15	5	116	31	47	204	52
II. Communication Disability										
A. Hearing Deficit	379	10	9	1	0	188	21	117	28	5
B. Speech Deficit	61	2	13	17	0	7	4	5	10	3
III. Learning Disability										
A. Neurological Deficit	150	14	0	18	10	46	38	16	5	3
B. Biochemical Deficit	5	N/A	0		5		0		0	
C. Developmental Deficit	106	N/A	28		35	34	1	4	4	
TOTAL	2,638	498	194	148	62	638	114	251	589	145

Section E: Services and Programs

One: Special Programs

The fall of 1974 marked the first widespread efforts of the LACCD to inaugurate special programs and services. In many cases, excellent programs were already in existence with limited funding, but new funding allowed more handicapped students greater access to the community colleges. In order to limit the amount of funds required for necessary structual modification, colleges have agreed that certain steps be taken to determine costs and priorities. Included is the agreement that certain colleges specialize in particular programs.

While promoting greater awareness among college personnel and the community of the needs of handicapped students in general, and while providing a wide range of special services to all handicapped students, the college-level coordinators have also developed pilot programs and services for particular disabilities. The idea behind this project is to expand the pilot programs to all colleges initially on a limited basis.

Specialization will not restrict a student's freedom to attend any college, but it is expected that students with particular disabilities will naturally gravitate to the campuses with outstanding programs serving those disabilities. Under this system of district-wide planning, each major disability will be served through a first-class program by at least one of the District's colleges.

1. Los Angeles City College specializes in programs for the visually impaired, with services to orthopedically impaired and speech imparied students. Specialization in programs for the visually impaired at City was easily facilitated as City is adjacent to the Braille Institute.
2. East Los Angeles College specializes in speech impairment programs, with other services to the hearing impaired, health impaired and others. The basis for an excellent program for the developmentally disabled already exists at East.

3. Los Angeles Harbor College specializes in programs for the orthopedically handicapped with great emphases on the severely disabled.
4. Los Angeles Mission College, during the 1977-78 school year, developed a learning disabilities program which will not require major architectural modifications. As soon as a permanent campus is acquired, Mission will expand its services to the physically disabled.
5. Los Angeles Pierce College specializes in programs for deaf and/or hearing impaired students, with support services to orthopedically impaired, blind, and other disabled students. Pierce is located near California State University, Northridge, which has an outstanding program to train professionals to work with the deaf.
6. Los Angeles Valley College specializes in programs for orthopedically handicapped students, with services to the hearing impaired, visually handicapped, speech impaired, and most other disabilities. Valley already has an excellent program for the orthopedically handicapped and has made great progress toward providing additional services for persons otherwise handicapped. A job readiness and placement program is in the developmental stage.
7. Los Angeles Southwest College has implemented a program for deaf or hearing impaired students primarily from South Central Los Angeles. Special classes are offered for students to aid them in succeeding in their regular integrated classes. The College is in the process of building its program to better serve all disabilities.
8. Los Angeles Trade Technical College specializes in programs for the deaf and/or hearing impaired, with excellent services to most disabilities. Many handicapped students are now actively enrolled in numerous vocational and academic courses. This College houses one of the most outstanding Nurses Aide and LVN programs for the totally deaf in the world. In 1976, the first five totally deaf nurses in the world graduated from Trade Tech.
9. West Los Angeles College has been serving several disabled groups on a limited basis and is expected to specialize in hearing disabilities. As soon as permanent buildings are completed, West will expand its services to the physically disabled.

The agreements on college specializations were made for long-term programs, but because immediate structural modifications are being made to provide greater access to handicapped students on all the campuses, we expect that strong services for all disabilities will be provided equally.

Two: Services at the Different Colleges

These services differ according to the resources available on any given campus, and on the individual needs of the disabled students involved. These services include:

1. On-Campus Services
   - Academic Counseling
   - Personal Counseling
   - Vocational Counseling
   - Interpreter Services
   - Job Placement
   - Mobility Assistance
   - Mobility Orientation
   - Peer Counseling
   - Test/Evaluation
   - Testing Assistance
   - Peer Tutoring
   - Individual Tutoring
   - Registration Assistance
   - Reader Services
   - Transcribing Services
   - Lecture Note Taking
   - Speech Therapy
   - Adaptive Physical Education
   - Resource Room Supplementary-Learning Experiences
   - Campus Resources Coordination
   - On-Campus Transportation
   - Clubs and Organization for Disabled Students
   - Inservices Training for College Staff and Faculty
   - Student Activities and Recreational Programs

2. Special Facilities
   - Elevator Keys
   - Braille Trails
   - Special Services Center
   - Removal and/or Modification of Campus Buildings and Facilities
   - Special Library and Learning Center Facilities
   - Special Equipment
   - Special Materials
   - Special Parking

3. Community Activities
   - Public and Private Agencies and College Coordination
   - Job Market Analysis
   - Job Development
   - Job Placement
   - News Releases and Related Publicity
   - Coordination of Off-Campus Transportation
   - Recruitment Efforts
   - Referrals to Off-Campus Agencies and Services
   - Handicap Population Survey
   - Community Needs Assessment
   - Clubs, Committee, and Boards Participation
   - Awareness Training Programs

Section F: Combined Program Areas, Objectives and Cost Benefit Matrix

Table 11

The following is a list of the Program and Service Areas in summary form.

Program Areas	Area Components	Number of Objectives and Activities	Total Dollar Amount	
			1976-77	1977-78
A. Special Facilities	A.1.0 Architectural Barriers A.2.0 Special Equipment	6 8	61,047	125,055
B. Special Education Materials	B.1.0 Materials	4	18,995	14,733
C. Special Educational Assistantce	C.1.0 General C.2.0 In Class Services C.3.0 Out of Class Services	2 17 22	965,903	1,292,751
D. Mobility Assistance	D.1.0 Personal D.2.0 Equipment	4 3	8,626	43,765
E. Transportion	E.1.0 Off Campus	3	1,218	19,140
F. Program Developmental Services	F.1.0 Inservice Training F.2.0 Information Dissemination F.3.0 Community Participation F.4.0 Collection of Data F.5.0 Recruitment F.6.0 Administration and Evaluation of District-wide Programs	11 7 1 4 3	13,308	30,409
TOTALS: 6 Areas	13 Area Components	110	$1,074,097	$1,526,503

These areas are the same as the financial budget categories specified by the Education Code Section 18151, so that at some later date a determination of cost-benefit can be made for each program area. The number of area components does not reflect the budget allocations. A program area with two area components may have a bigger budget allocation than an area with six area components since some of the objectives or activities in the components may be "no cost" related on a direct form.

For example, under the area of Program developmental services, objectives F 2.0 (7), F 3.0 (1), F 4.0 (4) are not cost related since the administrative costs are absorbed under the salaries in the special education assistance area.

All 110 program objectives from the six program areas together with the management timeline for the entire $1.5 million program are shown in the publication "Handicap Program Management and Evaluation Comprehensive Plan," Division of Educational Planning and Development, Career and Occupational Education - Handicapped, Los Angeles Community Colleges.

Please address requests for this document to Ms. Victoria Schmoeller, District Coordinator, Programs and Services for the Handicapped, Los Angeles Community College District, 2140 West Olympic Boulevard, Los Angeles, California 90006, or telephone (213) 380-6000.

Section G: Evaluation Procedures

In the Introduction, mention was made of the Audit Dress Rehearsal. There was a real need to develop some new procedure to overcome the wide discrepancy between the success rates of various educational programs, for while some were even highly successful in attained prespecified measurable objectives, others showed a low level of performance.

As a case in point, in the same year, one consultant audited a program in which the only difficulty that arose in meeting all program interim and final objectives was when one student's folder was missing. Within ten minutes, it was found misfiled. In contrast to the preceding program, which met all of its objectives, the same consultant had the embarrassing experience of having to

tell a community college president and his administrative staff that 20 out of 25 objectives of their audited program were not being met.

Although some people might feel that the attainment of objectives is the primary responsibility of the program director, who is internal to the district, the experience described in the preceding paragraph and others sent some consultants back to the drawing board to see if there were additional, new procedures that could be created so that outside consultants could better assist programs to succeed. The solution was simple...the K.I.S.S.S. concept. Dr. Gerald Olson, Dr. Diane Watanabe, and Dr. Don Kester conceived and implemented the "Dress Rehearsal," first with a large one million dollar ($1.0+ million) ESAA project. The results were spectacular. The program's success rate was very high. This reinforced the fact that the K.I.S.S.S. concept as well as the evaluation-audit "Dress Rehearsal" were viable.

But since evaluators and auditors are notoriously difficult to convince--even of the value of their own new creations--a more rigorous evaluation of the Dress Rehearsal was conducted to see if it would be capable of being beneficially utilized with other programs as well.

Initially, the Dress Rehearsal was discussed to determine if it would be beneficial. Then, after an affirmative answer, a Likert-type evaluation instrument was developed and used to measure the success of the Dress Rehearsal's application to the LACCD's Handicapped Program.

Once it was determined that a Dress Rehearsal would be beneficially important to the success of the Los Angeles Community College District's Handicapped Program, plans were made to conduct orientation sessions to explain this new process.

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[9] Keep It Simple, Safe, and Supportive

This orientation took place during the fall, winter, and early spring of the 1977-78 academic year. This orientation consisted of having the coordinators write and rewrite the management and evaluation plan for the District's Program for Handicapped Students. Then, two kinds of "practice trial sessions" were held. One kind of practice was held at Los Angeles Valley College when the campus coordinators or their designees gathered around Mr. George Kopoulos, Coordinator for Valley College's Handicapped Program and Mr. Jack Oliver, Coordinator for East Los Angeles College's Handicapped Program. George and Jack responded objective-by-objective to all 110 objectives in the District-wide management and evaluation plan. (For more information on these objectives, the reader may wish to consult the LACC District's "Handicap Program Management and Evaluation Comprehensive Plan" as mentioned eariler in this paper. It was expected that George and Jack would do well when asked to respond to each of the 110 objectives so that they could act as models for how campus coordinators should respond. This did, in fact, take place as expected and this first kind of practice session did provide important coordinator modeling behaviors.[10]

The second kind of practice trial sessions occurred when Dr. Kester, the outside consultant, visited the campuses and asked campus coordinators to respond to program objectives. In that second practice session, as in the first, the person(s) asking for the coordinator's response would provide immediate feedback as to whether or not the coordinator's response was satisfactory. If not, an explaination was given on "why not?" as well as "what could be done to make it more satisfactory?" Thanks to the facts that: (1) the coordinator had been active in writing and rewriting the management and evaluation plan, and (2) the

[10]For more information relative to the power of modeling in changing human behavior, one might begin by reading, Bandura, A. "Behavior Modification Through Modeling Procedures." In L. Krasner and L. P. Ullman, (eds.) Research in Behavior Modification. New York: Holt, Rinehart and Winston, 1965.

coordinators had observed two good models, the amount of revision of coordinators's responses that was necessary during the second practice trial sessions was really quite minimal.

The preliminary results of the fall 1978-79 interim evaluation exceeded expectations, in that the objectives were more clearly understood and attained. But, was the Dress Rehearsal a valuable procedure over a longer time? The data currently available indicate that it is. Of course the evaluation of the Dress Rehearsal procedure is conducted by first determining what the Dress Rehearsal is intended to do, then by measuring and analyzing how well those intended objectives are attained. There were four objectives that the Dress Rehearsal was intended to achieve. These four were as follows:

"The Evaluation-Audit Dress Rehearsal:

(1) familiarized the campus coordinators with the process, documentation, and due dates required in the evaluation and management plan for handicapped students;

(2) helped the campus coordinators feel supported by the LACC District coordinator of the Handicapped Program;

(3) helped the campus coordinator feel supported by the outside consultant in the coordinator's efforts to attain handicapped program objectives; and

(4) lowered the campus coordinator's anxiety about the evaluation process."

Did the Dress Rehearsal accomplish these objectives? The statistical analyses say "Yes." The analyses followed Professor Siegel's recommendations for using the non-parametric binomial test for small samples.[11] Thus, the Likert response

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[11]Sidney Siegel, NonParametric Statistics for the Behavioral Sciences. New York: McGraw-Hill, 1956.

categories of "Strongly Agree" and "Agree" were collapsed into a "Positive" category while the response categories of "No Opinion," "Disagree" and "Strongly Disagree" were collapsed into a "Neutral or Negative" category. Then, the response from the 2 categories of "Positive" and "Neutral or Negative" were statistically compared by way of the binomial test. This test is shown and applied on pages 37-40 in Professor Siegel's book. Siegel gives the sampling distribution of the binomial as

$$\sum_{i=0}^{x} \binom{N}{i} p^i q^{N-i}$$

The statistical results are shown in Table 12 below.

Table 12

Results of the Statistical Analysis of Questionnaire Statements One, Two, Three, and Four, Frequency of Response Categories, (Using the NonParametric Binomial Test) and Statistical Significance Levels

Questionnaire Statement	Response Category Frequency: Neutral or Negative	Positive
1. The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.	0	9
Mode = "Agree" P < .002		
Questionnaire Statement	Neutral or Negative	Positive
2. The Evaluation-Audit Dress Rehearsal helped me feel supported by the LACC District coordinator of the Handicapped Program in my efforts to attain program objectives.	1	8
Mode = "Strongly Agree" P < .02		
Questionnaire Statement	Neutral or Negative	Positive
3. The Audit Dress Rehearsal helped me feel supported by the external consultant in my efforts to attain program objectives.	0	9
Mode = "Strongly Agree" P < .002		
Questionnaire Statement	Neutral or Negative	Positive
4. The Evaluation-Audit Dress Rehearsal lowered my anxiety about the evaluation/audit process.	0	9
Mode "Agree" p < .002		

Part 3

PARADIGM 3 - THE EMERGENCY SCHOOL AID ACT (ESAA) PROGRAM

This part of the paper will present information on the Pomona Unified School District's Emergency School Aid Act (ESAA) as managed by the ESAA "basic" program director and the ESAA "pilot" program director, and evaluated by the ESAA evaluator.

This part is divided as follows:

Table 13

Section A: Overview

Section B: The ESAA Basic Program
- Component I. Administration
- Component II. Parental Involvement
- Component III. Elementary Reading
- Component IV. Secondary Mathematics
- Component V. Elementary Mathematics
- Component VI. Secondary Mathematics
- Component VII. Staff Development
- Component VIII. History and Culture of Minorities
- Component IX. Auxiliary Services - Counseling

Section C: The ESAA Pilot Program

Section D: The ESAA Programs (Basic and Pilot) and the Audit Dress Rehearsal

Section E: Evaluation of the ESAA Dress Rehearsal

Section A: Overview

The Emergency School Aid Act acknowledges two fundamentally negative effects of racial isolation upon students. First, racial isolation prevents students from both the minority and dominant societies from sharing and appreciating those attitudes, beliefs and value-systems that each group holds in high esteem. Racial isolation also prevents appreciation of the rich and varied cultural heritage that the citizens of the United States possess. As a consequence, when kept apart, certain racial myths and misconceptions are perpetuated and cause each group to reject contact with the other. Second, isolation over an extended period of time leads to inflexibility and makes positive-interracial contact more difficult.

The United States Commission on Civil Rights (1967) in its study of racial isolation in the public schools found that both Black and White adults who as children attended interracial schools were more likely to live in an integrated neighborhood and hold more positive racial attitudes than adults who had known only segregated schools. Those Americans of both ethnic groups who experienced only segregated education are more likely to reflect separatist behavior and negative racial attitudes as adults.

The following is a brief summary of the ESAA Program within the Pomona Unified School District for the 1975-76 school year. This program takes place in both the elementary and secondary schools and consists of two projects which are described as follows.

1. ESAA (Emergency School Aid Act) Basic Program

   The purposes of the ESAA Project are: (1) to encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with a substantial proportion of minority group students, (2) to meet the special needs incident to the elimination of minority group segregation among students and faculty in elementary schools, and (3) to aid school children in overcoming the educational disadvantage of minority group isolation.

2. ESAA (Emergency School Aid Act) Pilot Program

   This was a new project starting its first year implementation during the 1975-76 school year. Although under the ESAA grant, following the same basic guidelines, the Pilot Program is a separate program designed (1) to reduce racial isolation and the resultant educational disadvantages through a community based life experience program for multiethnic, multicultural, multiability groups of students, (2) to develop a program of student retention and reentry in the secondary schools, and (3) to assess, procure and develop multiethnic teaching materials.

Section B: The ESAA Basic Program

I. Administration

The administrative level of the ESAA Basic Project entails directing and overall management and supervision of the program's respective components and the implementation of the total project in the schools. The ESAA Basic Program is comprised of the following nine (9) individual components:

1. Administration
2. Parental Involvement
3. Elementary Reading
4. Secondary Reading
5. Elementary Math
6. Secondary Math
7. Staff Development
8. History and Culture of Minorities
9. Auxiliary Services

Additionally, the project's director will assume the following responsibilities:

1. Maintain fiscal accountability, assurance of compliance to federal regulations, guideline adherence, objective implementation and evaluation.

2. Serve as liaison with the district-wide Advisory Committee and the Student Advisory Committee.

3. Serve as liaison with the United States Office of Education (USOE).

4. Interact with other funded projects such as Title I, SB 90, Title VII, along with normal district management procedures.

5. Supervise personnel problem adjustments, the development and refinement of operational procedures, and the interfacing and integrating of the project with other existing projects.

II. Parental Involvement

It has been ascertained that parents are very important to the success of ESAA. As a support system, they provide their influence and expertise in preventing tension and conflict among students and the greater community. Additionally, parent involvement entails the evolvement of the understanding of diverse cultures and lifestyles in a rapidly changing community (ethnically and socio-economically).

The parental involvement component essentially involves parents, district-wide, in the educational processes of their children; likewise, it enhances effective communication between the educational system and the home.

Three basic goals of the Parental Involvement component are:

1. To develop an understanding of auxillary agencies in the school community along with survival strategies as related to agencies, schools and commercial enterprises.

2. To develop a reciprocal and mutual understanding between parents and the schools of the needs and problems of youth and/or parental and school expectations for young people.

3. To disseminate to the adult population of the district on a continuing basis, throughout the school year, information regarding school policy, activities and services.

4. To develop programs, workshops, and cultural activities that relate to parent awareness, and broadening the communication between various ethnic groups. This gives a more positive outlook to the total community.

Of great value, also, is a knowledge of consumer education, consumer fraud and consumer protection. Socio-economically depressed persons are easy prey for unfair and/or fraudulent practices. Parental education in these areas will not only give a new feeling of self-worth to the recipient, but will have a beneficial effect upon the child because of the improved financial climate in the home.

Reports filed by community-contact personnel of the district along with the office of Intergroup Relations indicate that when parents understand: (a) how and where to get information and assistance, and (b) the stress contacts between parents and school drop-outs; then the behavioral referrals of siblings are lowered, while the academic achievement level increases.

III. Elementary Reading

The target population of the ESAA Elementary Reading program are those students in grades 4, 5, and 6 at project schools where there is another federal program. In project schools where there is no other federal program, the reading program is designed to deal with students in grades 3 through 6.

The programmatic goal, primarily, is to significantly increase the knowledge and understanding of each student's own culture in an effort to promote more positive attitudes in the target population. By achieving this, the students will be able to recognize that the dignity of man is the value and worth of each individual to himself and to his fellow man; and that this dignity, which pervades every area of human endeavor is the common bond which unites all people. Hopefully, all grade 3 through 6 students in the selected schools will have their total reading achievement levels significantly increased and they will be able to identify clarity and analyze their own value standards with those of other cultures.

Many research studies and postulations have shown in the literature that young children's social awareness indicates that children are capable of understanding attitudinal change in many areas and that it is easier for children than adults to change their attitudes toward individuals, groups, institutions and socio-political issues. In providing children with useful and positive knowledge of all cultures, negative and misleading stereotypes will, hopefully, be replaced by attitudes and value systems supportive of social equality.

The low reading achievement by elementary school students in project schools, in grades 3 through 6, in substantiated by standardized test scores. In fact, ESAA schools were selected on the basis of low test scores, the pressure of a substantial percentage of minority students and the absence of a Title I or other special programs in those grades.

IV. Secondary Reading

The major purpose of the reading centers is to increase the student's understanding of the community and the world around him. Multi-ethnic materials are employed to provide an awareness of a variety of cultures. Small group activities and discussions are facilitated as a significant counterpart to the use of multicultural materials.

Materials in the content area of ethnicity are also used as a vehicle for improving the student's reading skills and, therefore, his self-concept. The individualization of the program via a diagnostic/prescriptive process assures a focus on the individual needs of each student, and evaluation is accomplished through assessment of individual growth and achievement. This component uses cognitive development to aid in the elimination of existing academic disparities and increase student feelings of self-worth as he competes successfully in relationship to his peers. As a final goal, reading center activities focus on improvement of decision-making skills.

The target population of this component entails all students enrolled in grades 7 and 9, students in three junior high schools and three high schools. Likewise, this component deals with all students in grades 7 and 9 in four non-public schools.

Each student in the reading component has access to a wide variety of books relating to multiethnic, multicultural backgrounds as well as high interest and low vocabulary books. Students report on each book read, utilizing any one of numerous creative book report ideas available or their own creative approach.

V. Elementary Math

The math individualized program exposes all students to a variety of learning experiences. Each student will develop in many ways, learn to recognize his self-worth and, as a result, enhance academic achievement. The target population of this component consists

of 1,293 students in grades 3 through 6 at seven elementary schools (four public and three non-public). The students receive exposure to the world of practical mathematics through field trips and by interacting with speakers of varied ethnic backgrounds who have successful careers in the field of mathematics; i.e., computer companies, manufacturers, etc.

As a support system, each target classroom encourages parental involvement on a regular basis. The parents assist the students in the learning centers with one-to-one tutoring, by keeping records and by serving as chaperones on field trips.

The major emphasis of the program is to build an attitude toward learning that children as well as teachers must develop. The teacher places the student in the center of the learning activity and encourages and assists him in learning how to inquire, organize and discuss, and discover answers to problems of interest to him.

VI. Secondary Math

In this program, each student is guided to strengthen his mathematical skills at his own speed, thus enhancing his chance of success. This new-found success may erase one of the psychological stumbling blocks created by racial isolation. Each student begins at his own level of skills and through diagnosis and prescription, a program is developed which will allow him to reach his academic potential.

Through close teacher/laboratory guidance, the student is aided in improving his math skills allowing him to set the pace for his own progress. With teacher assistance, the student chooses his own prescription from a variety of options such as:

1. instruction in calculator and computer use
2. small group work
3. lectures
4. textbook exercises
5. math games with other students
6. study with teacher or tutor on a one-to-one basis

Because of a continuous evaluation process, in terms of the student's progress, he can develop confidence in his ability to achieve, to accept and to evaluate himself. No student "fails" an examination but, rather, is recycled with additional help and material until he achieves mastery of the particular skill level. No student has to wait for another student or be compared wih others for evaluation purposes.

Although students may be grouped for related needs at a given time, no student is locked into a single group; thus, he has the flexibility of other learning options and the opportunity to change groups. Parent and student volunteers from various colleges periodically assist in each classroom supervising activities and giving individual help as needed.

VII. Staff Development

The target population of the staff development component is geared toward project principals and approximately 220 certificated and classified personnel. This program is designed to provide a comprehensive staff development service for teachers, instructional aides and parents in an effort to eliminate the effects of racial isolation and to provide the best possible education to the students of Pomona schools. Included will be inservice workshops, conferences and consultationstressing not only cognitive learning styles, but also learning in the affective domain.

Because the students in Pomona have varied ethnic backgrounds, and therefore, suffer in varying degrees from the effects of racism, it is highly significant that all adults involved with students:

1. are aware of the affects of discrimination and segregation on the personal development of students.

2. use tests with caution and acknowledge the racial bias of many tests.

3. help to reduce prejudice and racism by developing some self-awareness.

4. help to improve all school staffs' attitudes toward minority students.

This component recognizes the need for the inservice education of school personnel relating not only to subject matter competency, but for knowledge of affective teaching strategies. The rationale is that learning can occur in an integrated setting vis-a-vis a segregated one.

VIII. History and Culture of Minorities

This component assists in developing mutual feelings of understanding among individual--teachers, students and parents of diverse ethnic groups. Different programs are designed to facilitate increased feelings of self-concept and self-awareness and a greater sensitivity to the needs, feelings and human rights of others.

The staff of this component provides information about various cultures, acquires multicultural materials, and assists teachers and parents in the establishment of a multiethnic/multicultural center at a target school. Likewise, they organize and work with teacher and parent groups, disseminating knowledge of multiethnic concepts, terminology and objectives.

Affective domain activities include the sharing of life experiences via Project SMILE (Self-Model for Influencing Life's Esperiences). This is achieved by bringing together students from all ethnic groups into a family setting in order to encourage and facilitate one-to-one cross-cultural ralationships. Through this out-of-the classroom experience, students become more accepting of others from different ethnic backgrounds and are exposed to valuable lessons in the dignity of cultural differences and similarities.

Additionally, a teacher visitation program will expose teachers to schools with varied ethnic populations and to individual school and classroom programs being utilized to improve attitudes, feelings and behaviors among diverse groups.

IX. Auxiliary Services (Counseling)

The counseling services offered to ESAA elementary and secondary schools is a developmental program designed primarily for, but not limited to, use in group situations. Several of its relevant features focus on better understanding of self, others and an understanding of the environment and its effects.

Group counseling is used to alleviate anxieties and emotional tensions, to resolve conflicts, develop self-understanding, facilitate learning acceptable, gratifying behavior and to assist each student evaluate his own behavior. Group activity is frequently facilitated by game activities or exercises of interaction and expression. These activities allow memembers the opportunity for learning and practicing coping behaviors with their peers. Time is scheduled after each activity to allow students and the counselor to discuss behavior elicited during the activity. Counseling services are available to all ESAA students. On-going group sessions with particular, selected students are conducted on a regular weekly basis. However, if the student is not seen in a group situation or on an individual basis, contact is made at a time when group activities are conducted in each ESAA classroom during the school year.

Section C: ESAA Pilot Program

The ESAA Pilot Program consists of three individualized components with different thrusts, yet mutual ends. The entire pilot program falls under the supervisor who has full responsibility for implementation and overall administration of the program. This program is essentially community-oriented and deals with parents and students in a non-traditional milieu. Parents in the pilot program are used extensively as resouce persons and partners in the educational processes of their youngsters. The three components of the pilot program are:

1. Parent Development

2. Project Student Reentry/Retention (PSRR)

3. Curriculum Assessment/Development and Production Center

Section D: The ESAA Programs (Basic and Pilot) and the Audit Dress Rehearsal

The ESAA Program, operated by Pomona Unified School District, was the first program to receive the benefit of the provision for an Audit Dress Rehearsal. The Audit Dress Rehearsal was instituted for reasons mentioned earlier in this paper. It consisted of having each program assistant, specialist, or counselor, come into the office of their immediate program supervisor (i.e., either the ESAA Basic Program Director or the ESAA Pilot Program Director). Once there, the program assistant, specialist, or counselor was asked to respond objective-by-objective to the evaluation/audit plan--just as they would be expected to do if this had been a "real" on-site visit by a program auditor.

This procudure had a couple of advantages. First, of course, it provided an opportunity for each person to practice-without-fear-of-failure his responses to each ESAA program objective. This, together with the opportunity to receive immediate feedback as to whether the responses are judged (evaluated/audited) to be correct or not, has become the essence of the audit dress rehearsal procedure.

In addition to this, was another advantage of this dress rehearsal as conducted for the two ESAA projects. Second, all this asking and responding and immediate feedback took place with the active participation of the ESAA directors and evaluator--who were very active during these "practice audit" sessions. It was not uncommon for an objective to be stated by the auditors, who would also request the corresponding documentation and give the immediate feedback of "this is not the measure or documentation called for." But when this happened, because the director and evaluator were there, an objective could be revised until a better form of documentation could be determined and the program objective revised. Thus, this first dress rehearsal saw all those who were interfacing in an evaluative way with a given objective, come together in an auditing practice session--and thereby revise and improve the program and its documentation trail.

FUTURE PROSPECTS OF THE PROGRAM

By the fall of 1978 the Chancellor's Office had announced that LACC District's Evaluation and Management System was a good model--one that deserved review and application to the other California Community College Districts and colleges. Accordingly, staff members from the Chancellor's Office began working with the coordinator of the Los Angeles Community College's District-wide program for the handicapped to facilitate mututal staff inservice which will hopefully lead to a "firming up" of accountability models for the evaluations of all California Community College programs for the handicapped.

APPENDIX I

DESCRIPTION OF EVALUATION SERVICES NOW OFFERED BY THE DIVISION OF PROGRAM EVALUATION, RESEARCH, AND PUPIL SERVICES

THE THREE INITIAL PROGRAM EVALUATION SERVICES

In the Acknowledgement section of this paper it was mentioned that the following three initial evaluation services evolved in the Los Angeles County Office. These initial services, offered through the Division of Program Evaluation, Research, and Pupil Services are: (1) Educational Program Evaluation Planning Assistance, (2) Educational Program Audit Assistance, and (3) Research and Evaluation Support.

1. EDUCATIONAL PROGRAM EVALUATION PLANNING ASSISTANCE

   Local educational agencies may elect to receive Educational Program Evaluation Planning Assistance prior to having an audit of a program, or they may elect to have this service without later having an audit. Educational Program Evaluation Assistance is a service which is intended to strengthen the internal process of evaluation in a local educational agency. In collaboration with a County consultant, the local evaluator, and/or his or her team, designs an effective evaluation system that includes objectives, process objectives, evaluation specifications, the evaluation design, and related documents.

2. EDUCATIONAL PROGRAM AUDIT ASSISTANCE

   Local educational agencies may elect to have an Educational Program Audit. The Educational Program Audit is a performance control process based upon external reviews conducted by qualified outside consultants. It is designed to verify the results of the evaluation of an educational program and to assess the appropriateness of evaluation procedures used for determining the effectiveness of the operation and management of the program.

3. RESEARCH AND EVALUATION SUPPORT

   An evaluator at a local educational agency may elect to receive assistance in this area. This would include statistical data analysis, data synthesis, and evaluation report writing and interpretation.

For further information on these and other evaluation services (such as Evaluation Implementation Assistance) offered, or in order to arrange for assistance in these areas, please contact:

Dr. Gordon E. Footman, Director
Division of Program Evaluation, Research, and Pupil Services
Office of the Los Angeles County Superintendent of Schools
9300 East Imperial Highway
Downey, CA 90242

APPENDIX 2

THE EVALUATION-AUDIT DRESS REHEARSAL SURVEY

To the Campus Coordinators:

The Evaluation-Audit Dress Rehearsal is a new concept which included an orientation, a modeling session, and an informal site visitation. In order to evaluate the effectiveness of this procedure, your opinion is requested. The following statements represent the intent of the Evaluation-Audit Dress Rehearsal. Check the appropriate rating.

1. The Evaluation-Audit Dress Rehearsal familiarized me with the process, documentation, and due dates required in the evaluation and audit plan.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

2. The Evaluation-Audit Dress Rehearsal helped me to feel supported by the LACC District coordinator of the Handicapped Program in my efforts to attain program objectives.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

3. The Evaluation-Audit Dress Rehearsal helped me to feel supported by the external consultant in my efforts to attain program objectives.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

4. The Evaluation-Audit Dress Rehearsal lowered anxiety about the evaluation/ audit process.

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

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